



SUBJECT: ART

Year Group	YEAR 10			
Rationale	<p>Students explore, experiment and develop the skills needed to understand the visual world around them. It is our intention that Students do this without fear of failure. Units are varied and based around key media or concepts that we believe the students need in order to develop their ability to express themselves through visual language. We also encourage students to review relevant artists in order to help them to be able to question, critique, describe and subvert their world. Only Art can do this honestly. Students will understand the work of relevant artists and be able to understand key elements of their work before applying key features to their own designs. They will be able to use these studies to inform the design and creation of a series of original and creative outcomes.</p>			
Media/ Concept:	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
	Clay	2D/Mixed media	Workshops	Self-Directed Topic.
	<p>Students will mostly choose to work on large coil based ceramic vessels, however they may choose to work with slab or pinch pot techniques.</p> <p>Students will be given the names of artists to explore, but they choose the theme that they wish to look at.</p>	<p>Students will explore the theme "Nature Vs Anti-Nature". They can then choose to interpret this theme in any way that they choose, however relevant artists will be selected for them.</p> <p>They will develop 2D outcomes that feature a range of skills including oil pastel, ink, drawing, painting and pencil.</p>	<p>These include:</p> <p>Photography, Digital Media and Conceptual art.</p>	<p>This is a trial for the two Y11 projects: Church and the Exam. Students may select their theme, artist and media.</p>
Knowledge	<ul style="list-style-type: none"> Explore the chosen artists and evaluate their work. Evaluate other artists and techniques before reflecting on whether they can help to generate ideas for vessel development. Understand how to use coil building to implement original ideas. 	<ul style="list-style-type: none"> Review still life and use varied techniques such as continuous line drawing to interpret collections of natural and "Man-made" objects. Explore the chosen artists with a view to understanding how their work can inform future designs. Understand how to successfully use a selection of mixed media. 	<ul style="list-style-type: none"> Students will spend a week exploring an element of each of the media covered. 	<ul style="list-style-type: none"> Explore theme. Review the work of appropriate artists.
Skills	<ul style="list-style-type: none"> Make sketches and interpretations of relevant artists' work. Develop ideas and sketches based on their chosen theme. Develop ideas for ceramic vessels based on their work so far. Devise surface decoration based on the artist and theme that complements the form of the vessel. Begin construction of the vessel using an appropriate technique. Complete the vessel adding surface decoration where relevant using appropriate methods. Complete the vessel by painting or adding colour to complement the theme and/or the relevant artist. 	<ul style="list-style-type: none"> Make sketches and interpretations of relevant artists' work. Develop ideas and sketches based on their chosen theme. Experiment with relevant media. Use the media and design ideas to devise designs for their final 2D outcome. Begin to plan their final outcome based on the most successful design(s). Complete their 2D outcome using relevant media. 	<ul style="list-style-type: none"> They will create work that reflects on/ summarises the theme or explores an element of it. 	<ul style="list-style-type: none"> Develop ideas based on theme. Experiment with relevant materials. Create an outcome that summarises the sketchbook work which lead to this point.
Formative Assessments	<p>Formative assessments will happen continually and will be visible in most lessons. Below are some of the examples of formative assessment that are used in the department:</p> <p>Verbal feedback Personal demonstrations Peer feedback Self-assessment Student recording of target setting discussions with teacher. Tick and a Target (Star and a wish) Individual tutorial support Written teacher feedback</p>			



Summative Assessments	<p>The students will have their sketchbook and their final outcome assessed against the following four assessment objectives:</p> <ul style="list-style-type: none"> ▪ AO1- Develop ideas through investigations, demonstrating critical understanding of sources. ▪ AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. ▪ AO3- Record ideas, observations and insights relevant to intentions as work progresses. ▪ AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<p>The students will have their sketchbook and their final outcome assessed against the following four assessment objectives:</p> <ul style="list-style-type: none"> ▪ AO1- Develop ideas through investigations, demonstrating critical understanding of sources. ▪ AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. ▪ AO3- Record ideas, observations and insights relevant to intentions as work progresses. ▪ AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<p>The students will have their sketchbook and their final outcome assessed against the following four assessment objectives:</p> <ul style="list-style-type: none"> ▪ AO1- Develop ideas through investigations, demonstrating critical understanding of sources. ▪ AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. ▪ AO3- Record ideas, observations and insights relevant to intentions as work progresses. ▪ AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Homework	<p>Homework is always a continuation of classwork as all coursework and the exam are project based.</p> <p>Homework should constitute about 2hrs work a week.</p> <p>The work may be to produce work in a sketchbook or an outcome.</p> <p>The work may be artist research, Drawing, experimentation with varied media, combining ideas or working with a selection of media to create images or visual representations.</p>	<p>Homework is always a continuation of classwork as all coursework and the exam are project based.</p> <p>Homework should constitute about 2hrs work a week.</p> <p>The work may be to produce work in a sketchbook or an outcome.</p> <p>The work may be artist research, Drawing, experimentation with varied media, combining ideas or working with a selection of media to create images or visual representations.</p>	<p>Homework is always a continuation of classwork as all coursework and the exam are project based.</p> <p>Homework should constitute about 2hrs work a week.</p> <p>The work may be to produce work in a sketchbook or an outcome.</p> <p>The work may be artist research, Drawing, experimentation with varied media, combining ideas or working with a selection of media to create images or visual representations.</p>